External Review Team Process

Office of Federal and State Accountability
Division of Accountability

South Carolina Department of Education

Together, we can.

FOCUSED SCHOOL RENEWAL PLAN (FSRP)
Revised for School Year 2008–09
Revisions Included

School: Ridge Spring Monetta Middle School   **District:** Aiken County School District

Principal: Jim Hooper   **Superintendent:** Elizabeth Everitt

FOCUSED SCHOOL RENEWAL PLAN (FSRP)
2008–09 School Year of Implementation

Rationale

Ridge Spring-Monetta Middle School serves 232 students in sixth through eighth grades. The rural school ethnic makeup consists of 52% African American, 41% Caucasian, and 7% Hispanic. Student demographic information for Ridge Spring-Monetta Elementary/Middle School indicates 74.6% of the student population receives free/reduced priced lunch. The data used to measure the achievement of Ridge Spring-Monette Middle students included the comparison of the 2005-2007 Palmetto Achievement Challenge Test (PACT) and the Winter 2008 Measures of Academic Progress (MAP) data.

The Palmetto Achievement Challenge Test for 2007 in English/Language Arts for grades six through eight revealed a significant drop in the percentage of students meeting the grade level standard. Longitudinal data of students tested in 2005, 2006, and 2007 revealed an increase in the percentage of students scoring Below Basic. The 2007 Report Card for Ridge Spring-Monetta Middle School revealed that when compared to other middle schools with similar demographics, Ridge Spring-Monetta Middle had 6.1% more students scoring Below Basic in English/Language Arts. However, in Mathematics, students tested showed an approximate equal amount, with 38.3% scoring Below Basic. Significant deficiencies were also noted in Science and Social Studies, as compared to other middle schools similar to ours.

The Measures of Academic Progress results from the Winter 2008 testing on the Reading and Mathematics portions of the assessment showed a distinct need for remediation and acceleration of student learning. Using the PACT/MAP equivalency chart, students in grades 6, 7, and 8 at Ridge Spring-Monetta Middle would score an average of 56.1% Below Basic in Mathematics and 54.2% in Reading. These scores show a significant need for small group instruction. Breaking down the scores to identify individual students and their areas of greatest need will enable teachers to offer small group instruction that will have a direct impact on student learning.

Students at each grade level at Ridge Spring-Monetta Middle School will be assessed using MAP assessments three times during the 2008-2009 academic year. These assessment results will be compiled and compared for student achievement levels. The data will be displayed on an Assessment Wall and the results from these assessments will be used to identify students to be included in small group instruction. The 2007 PACT results show a tremendous need for improved skills in all academic areas; therefore, small group instruction along with the learning strategies addressed in the ELA and Mathematics goals will also work toward improved growth in Science and Social Studies.

Completion of a comprehensive needs assessment and a survey of strengths and weaknesses of the middle school revealed the following areas of prioritized needs. Areas identified for improvement included shared vision and clear goals, teaching and curriculum focus, positive student behaviors, student involvement and responsibility, and climate for learning. Administrators, teachers and staff suggested that creating a positive learning environment with high expectations, addressing various learning styles, and use of data to drive instruction are ways in which we can meet our goals. As a result of the survey administered in

January 2008, the principal recognized the need for systematic use of data in planning/instruction and ongoing professional development. These became priorities for the principal's Instructional Leadership Goals. A factor that can contribute to the results indicated is the turnover rate of teachers at Ridge Spring-Monetta Middle School. The 2007-2008 academic year showed a forty-five percent (45%) turnover rate in teachers of grades six through eight. The lack of stability of the faculty is a factor in the low achievement levels of students at Ridge Spring-Monetta Middle School.
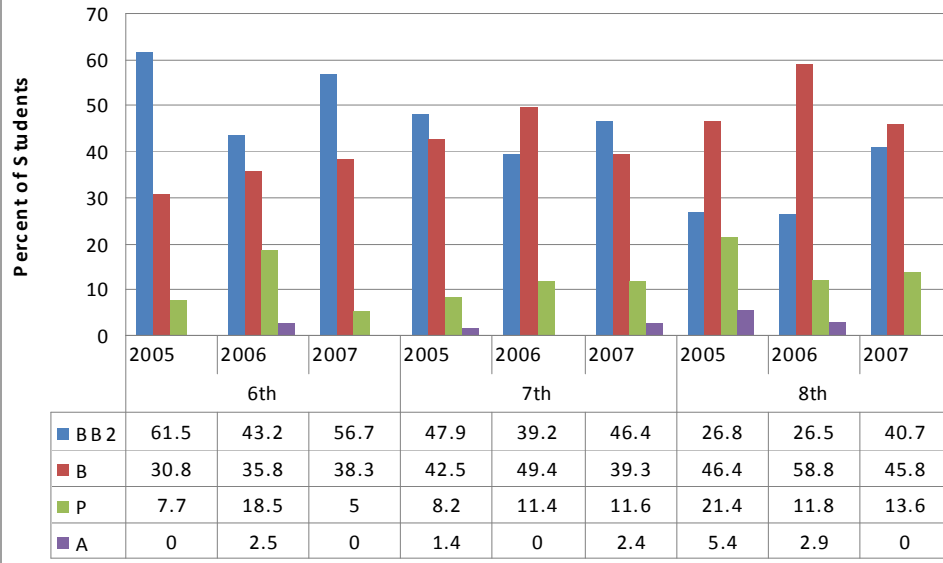
Research shows that successful efforts to improve reading achievement emphasize identification and implementation of evidence-based practices that promote high rates of achievement when used in classrooms by teachers with diverse instructional styles with children who have diverse instructional needs and interests (Bond & Dykstra, 1967/1997; National Clearinghouse for Comprehensive School Reform, 2001). In regard to the teaching of mathematics, our goals are to improve student feelings toward math and student achievement by providing teachers with different teaching methods and tools to help children become successful in studying mathematics.

The goals and strategies selected by the staff of Ridge Spring-Monetta Middle School are to improve instruction and student achievement in English Language Arts, to improve instruction and student achievement in Mathematics, and to extrapolate data to improve and drive instruction. Use of hands-on instructional strategies in small group instruction, goal setting with students, ongoing professional development, teacher collaboration, and a continuous use of data to make schoolwide improvement are just a few of the strategies which will enable the school to be successful in improving our absolute rating from 2.4 to 2.7 on the State of South Carolina Annual School Report Card. In March of 2009, using a correlation of MAP and PACT data, we expect to see 30% of students realize an increase of one level (BB1, BB2, B, P, A) on all academic areas of the 2009 PACT Assessment as compared to the 2007 PACT Assessment which will result in our school meeting expected progress.
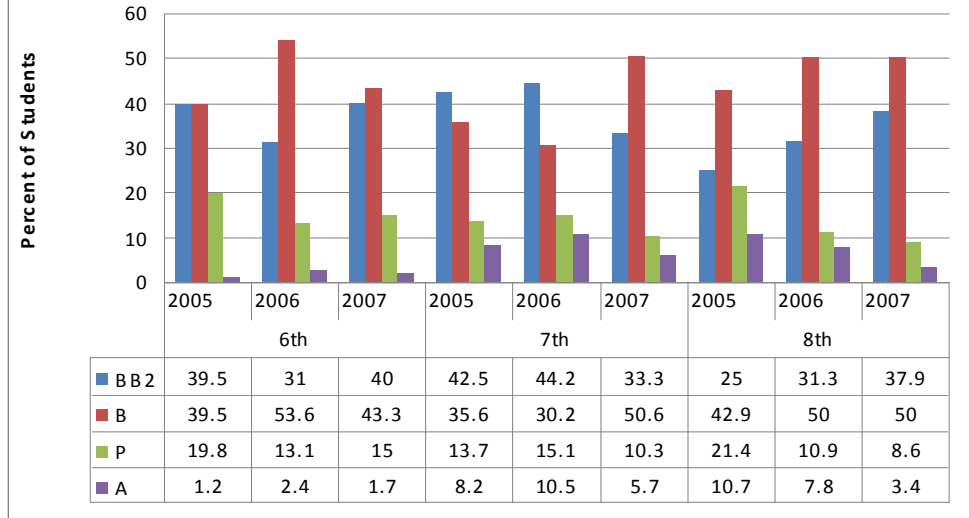
The process used to develop the Focused School Renewal Plan began with interviews with the faculty and staff of Ridge Spring-Monetta Middle School were conducted to identify strengths and weaknesses of the instructional program and to determine the needs of the school. The input provided from these sessions was used by the School Leadership Team to establish goals and strategies that would enable Ridge Spring-Monetta Middle School to meet expected progress as determined by the 2009 School Report Card. Additionally, the Leadership Team met, with the assistance of the External Review Team, to write the Focused School Renewal Plan. The plan was then reviewed by the entire faculty of Ridge Spring-Monetta Middle School, as well as by district administrators, to provide feedback and gain support for the implementation of the plan during the 2008-09 academic year.
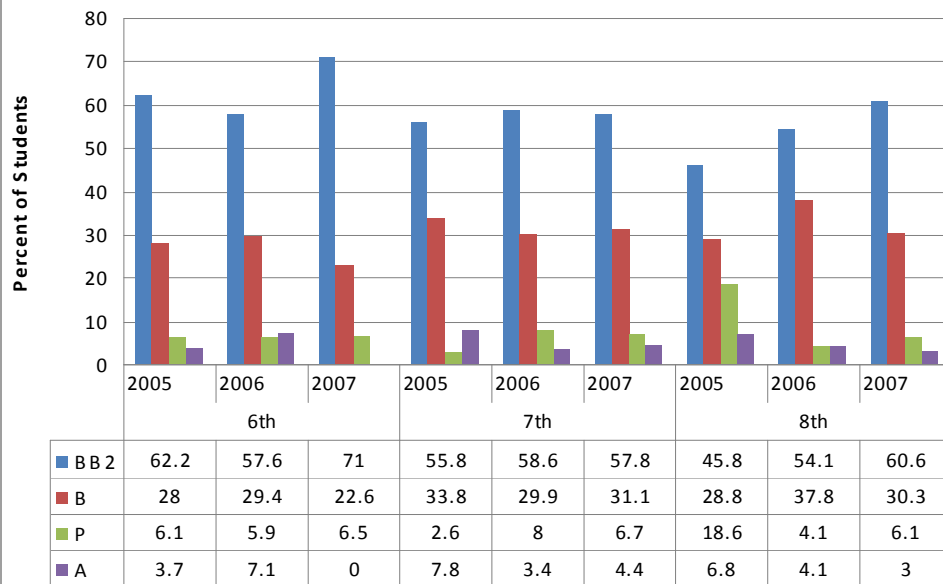
Ridge Spring-Monetta Middle School
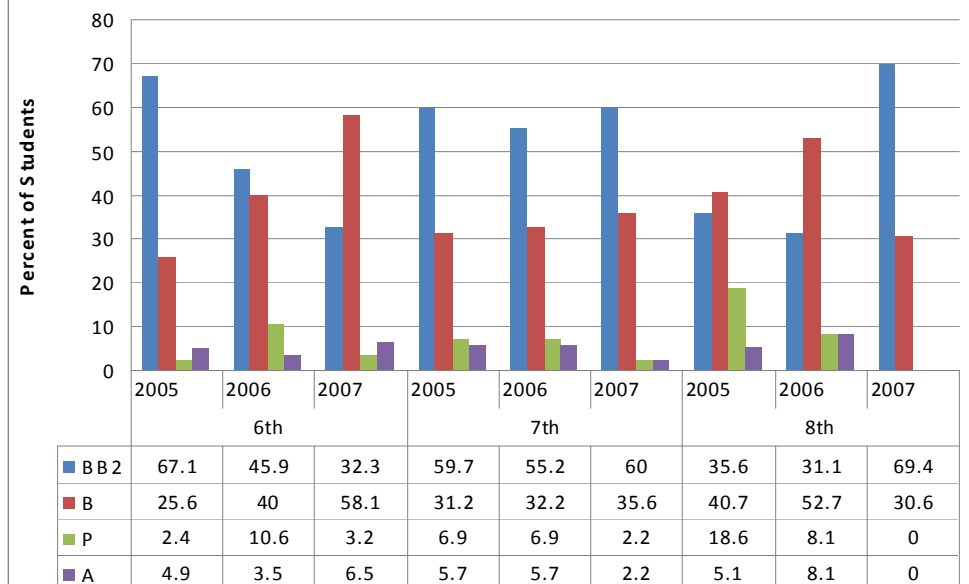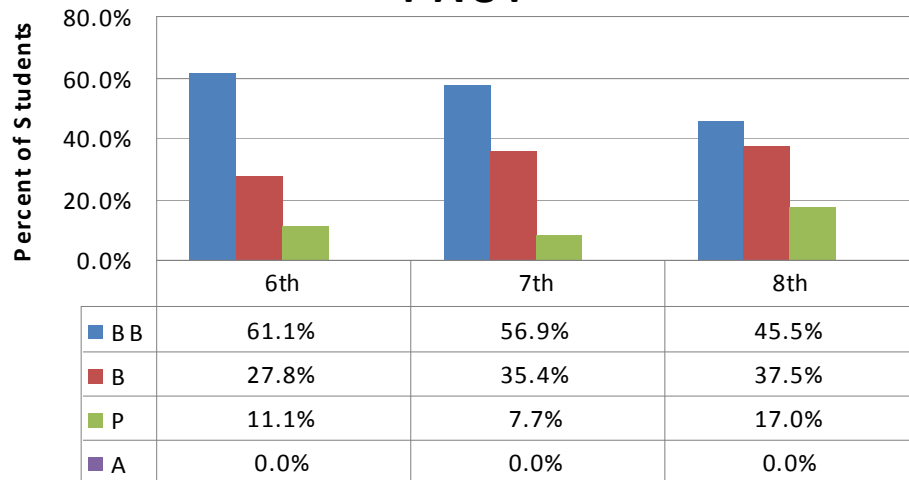## PACT Results

PACT ELA

	6th			7th			8th		
	2005	2006	2007	2005	2006	2007	2005	2006	2007
B B 2	61.5	43.2	56.7	47.9	39.2	46.4	26.8	26.5	40.7
B	30.8	35.8	38.3	42.5	49.4	39.3	46.4	58.8	45.8
P	7.7	18.5	5	8.2	11.4	11.6	21.4	11.8	13.6
A	0	2.5	0	1.4	0	2.4	5.4	2.9	0

PACT Math

	6th			7th			8th		
	2005	2006	2007	2005	2006	2007	2005	2006	2007
B B 2	39.5	31	40	42.5	44.2	33.3	25	31.3	37.9
B	39.5	53.6	43.3	35.6	30.2	50.6	42.9	50	50
P	19.8	13.1	15	13.7	15.1	10.3	21.4	10.9	8.6
A	1.2	2.4	1.7	8.2	10.5	5.7	10.7	7.8	3.4

PACT Science

	6th			7th			8th		
	2005	2006	2007	2005	2006	2007	2005	2006	2007
B B 2	62.2	57.6	71	55.8	58.6	57.8	45.8	54.1	60.6
B	28	29.4	22.6	33.8	29.9	31.1	28.8	37.8	30.3
P	6.1	5.9	6.5	2.6	8	6.7	18.6	4.1	6.1
A	3.7	7.1	0	7.8	3.4	4.4	6.8	4.1	3

PACT Social Studies

	6th			7th			8th		
	2005	2006	2007	2005	2006	2007	2005	2006	2007
B B 2	67.1	45.9	32.3	59.7	55.2	60	35.6	31.1	69.4
B	25.6	40	58.1	31.2	32.2	35.6	40.7	52.7	30.6
P	2.4	10.6	3.2	6.9	6.9	2.2	18.6	8.1	0
A	4.9	3.5	6.5	5.7	5.7	2.2	5.1	8.1	0

ELA MAP Prediction for 2008 PACT

Percent of Students

	6th	7th	8th
BB	61.1%	56.9%	45.5%
B	27.8%	35.4%	37.5%
P	11.1%	7.7%	17.0%
A	0.0%	0.0%	0.0%

Math MAP Prediction for 2008 PACT

Percent of Students

	6th	7th	8th
BB	59.7%	69.2%	39.5%
B	27.8%	27.7%	58.1%
P	9.7%	3.1%	2.3%
A	2.8%	0.0%	0.0%

"How Effective Is Our School"
Faculty/Staff Survey Results
January 2008

		Instructional leadership (firm & purposeful; a participative approach; the learning professional)	Shared vision and clear goals (unity of purpose, consistency of practice)	Shared values and beliefs	A learning environment (an orderly atmosphere, an attractive working environment)	Teaching and curriculum focus (maximization of learning time, academic emphasis, focus on achievement)	High Expectations (for all, communications of expectations, intellectual challenge for all)	Positive student behavior (clear and fair discipline and feedback)	Frequent monitoring of student progress (ongoing monitoring, evaluating school performance)	Student involvement and responsibility (high student self-esteem, positions of responsibility, control of work)	Climate for learning (positive physical environment, recognition, incentives)
					Ridge-Spring Monetta Middle						
AVERAGE		3.66	3.31	3.66	3.56	3.53	3.69	3.16	3.69	2.84	3.41
					1=Never						
					2=Rarely						
					3=Sometimes						
					4=Often						
					5=Always						

School Timeline

July 2008	August 2008
• AIMS training provided by district on Math/Science integration • District to investigate best practices & supplemental programs to be used for intervention or acceleration	• Provide teachers with training on teaching the writing process and on using the State Standard Writing Rubric to assess student writing • District will provide training program for Literacy Coach • District will provide training for teachers in Bloom's Taxonomy and state standards
September 2008	October 2008
• Goal Setting Conferences with students • Vertical planning will begin • Small group instruction based on RIT scores • Create teacher and student notebook • Parent-teacher conferences using Data Notebooks • Professional development on learning styles • MAP rally • Data-wall will be created • Pre-Assessment on MAP training • Writing across the curriculum will begin • Incorporate informational texts all subject areas • Word-walls up in classrooms with evidence of meaningful use • Assign independent reading selections based on Lexile • Create student writing portfolios • Incorporate Bloom's Taxonomy in classroom activities and assessments • Administer Fall MAP assessment • Incorporate the use of Data collection into classroom instruction • District will provide training in the use of manipulatives/lessons for math/science instruction	• MAP training for teachers and administrators • Training on how to incorporate reading strategies into all subject areas • Vertical planning sessions • Small group instruction based on RIT scores • Writing across the curriculum will continue • Incorporate informational texts in science and social studies • Word-walls updated in classrooms with evidence of meaningful use • Assign independent reading selections based on Lexile • Maintain Portfolios of students' writing • Incorporate Bloom's Taxonomy in classroom activities and assessments • Incorporate the use of Data collection into classroom instruction • Conduct student recognition program • District will provide Testview training for teachers
November 2008	December 2008
• Vertical Planning sessions • Small group instruction based on RIT scores • Writing across the curriculum will continue • Incorporate informational texts in science and social studies • Word-walls updated in classrooms with evidence of meaningful use • Assign independent reading selections based on Lexile	• Goal Setting Conferences with students • Vertical planning sessions • Small group instruction based on RIT scores • Writing across the curriculum will continue • Incorporate informational texts in science and social studies • Word-walls updated in classrooms with evidence of meaningful use

- Maintain Portfolios of students' writing - Incorporate Bloom's Taxonomy in classroom activities and assessments - Incorporate the use of Data collection into classroom instruction - Conduct Reading Night for parents during National Education Week	- Assign independent reading selections based on Lexile - Maintain Portfolios of students' writing - Incorporate Bloom's Taxonomy in classroom activities and assessments - MAP rally - Administer Winter MAP assessment - Incorporate the use of Data collection into classroom instruction
January 2009 - Vertical planning sessions - Small group instruction based on RIT scores - Writing across the curriculum will continue - Incorporate informational texts in science and social studies - Word-walls updated in classrooms with evidence of meaningful use - Assign independent reading selections based on Lexile - Maintain Portfolios of students' writing - Incorporate Bloom's Taxonomy in classroom activities and assessments - Post-Assessment on MAP training - Mid-year parent-teacher conferences using the data notebooks - Data-Wall updated with Winter MAP results - Incorporate the use of Data collection into classroom instruction - Conduct student recognition program - Conduct Family Math/Science Night for parents - Administer teacher survey	**February 2009** - Vertical planning sessions - Small group instruction based on RIT scores - Administer Spring MAP assessment - Writing across the curriculum will continue - Incorporate informational texts in science and social studies - Word-walls updated in classrooms with evidence of meaningful use - Assign independent reading selections based on Lexile - Maintain Portfolios of students' writing - Incorporate Bloom's Taxonomy in classroom activities and assessments - MAP rally - Goal Setting Conferences with students - Incorporate the use of Data collection into classroom instruction
March 2009 - Vertical planning sessions - Small group instruction based on RIT scores - Writing across the curriculum will continue - Incorporate informational texts in science and social studies - Word-walls updated in classrooms with evidence of meaningful use - Assign independent reading selections based on Lexile - Maintain Portfolios of students' writing - Incorporate Bloom's Taxonomy in classroom activities and assessments - Update Data Wall with Spring MAP results - Incorporate the use of Data collection into classroom instruction - Conduct student recognition program	**April 2009** - Vertical planning sessions - Small group instruction based on RIT scores - Writing across the curriculum will continue - Incorporate informational texts in science and social studies - Word-walls updated in classrooms with evidence of meaningful use - Assign independent reading selections based on Lexile scores - Maintain Portfolios of students' writing - Incorporate Bloom's Taxonomy in classroom activities and assessments - Incorporate the use of Data collection into classroom instruction

May 2009
- Administer Spring Palmetto Achievement Challenge Test (PACT)
- Vertical planning sessions
- Small group instruction based on RIT scores
- Writing across the curriculum will continue
- Incorporate informational texts in science and social studies
- Word-walls updated in classrooms with evidence of meaningful use
- Incorporate the use of Data collection into classroom instruction
- Assign independent reading selections based on Lexile
- Maintain Portfolios of students' writing
- Incorporate Bloom's Taxonomy in classroom activities and assessments
- Conduct student recognition program

FOCUSED SCHOOL RENEWAL PLAN
2008–09 School Year of Implementation
Student Achievement Focused Goal

Focused Goal 1
By April 1, 2009, using MAP data, 70 % of the students tested in grades 6, 7, and 8 will meet target growth on their English Language Arts 2009 spring assessment.

(The desired result is student achievement. The goals must be academic goals related to the school report card.)

Strategy (List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.)	Person(s) Responsible (Position/Name)	Start Date of Strategy	Indicator(s) of Implementation *(Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.)*
S1.1 Participate in training on teaching the writing process and on using the State Standard Writing Rubric to assess student writing.	Teachers District ELA Coach Administrators	August 2008	Examples of writing from staff development session and mini lessons conducted for subject area teachers as well as <u>agenda and attendance log</u> from training session. Administrators/District ELA Coach will collect samples. **Frequency:** *Monthly* review of student writing samples with grading rubric **Feedback**: Grade level meeting-teacher with bring student writing for peer/administration/Coach review **Follow-up**: Teachers will use critiques to adjust classroom instruction and administration/coach will use information to drive training modifications as needed.
S1.2 Implement writing across the curriculum with subject area teachers implementing weekly journal writing and other writing activities.	Teachers Administrators	September 2008	Administrators will verify that students are maintaining journals and ELA teachers are assessing student writing. **Frequency**: *Weekly* review of <u>lesson plans</u>. **Feedback:** Teachers will use critiques to adjust classroom instruction and administration/coach will use information to drive training modifications as needed.

			Follow-up: Random review of student writing across curriculum and in ELA journal
S1.3 Incorporate informational texts in science and social studies to develop reading comprehension and familiarity with functional texts, and promote higher level thinking skills.	Teachers Administrators	September 2008	Teachers will maintain samples of informational texts and related activities employed in science and social studies classes and collaborate with other subject area teachers on student progress. **Frequency:** Administrators will review <u>lesson plans</u> for documentation or informational text related activities *weekly.* **Feedback:** : Grade level meeting-teacher with bring student information text activities for peer /administration/Coach review **Follow-up:** Random review of student informational activities. Teachers will use critiques to adjust classroom instruction and administration/coach will use information to drive training modifications as needed.
S1.4 Implement the use of vocabulary word walls in each class to increase student knowledge of subject area terms and concepts.	Teachers Administrators	September 2008	New vocabulary will be documented in <u>lesson plans</u> (principal to check) and included in weekly quiz/chapter tests. **Frequency**: * Administrators will review <u>lesson plans</u> for documentation of new vocabulary related activities, *weekly* word wall changes and test inclusion. * Administrators will check the use of word walls as part of the Walk Through/Adept process on a *weekly* basis using administration walkthrough tool. **Feedback :** Grade level meeting-teacher with bring examples of word usage for peer /administration/Coach review **Follow-up:** Teachers will use critiques to adjust classroom instruction and administration/coach will use information to drive training modifications as needed.
S1.5 Offer a variety of literature based on individual student Lexile scores to include literacy and informational text.	Teachers Administrators District ELA Coaches	September 2008	Administrators, lead teachers, and district ELA coaches will check for informational text and literacy text for Lexile levels and variety available for student use

			Frequency: * *Monthly*, the math instructor will conduct a Lexile graphing activity to visually display the Lexile reading level of the individual student in their Data Notebooks. * ELA teachers/Coach will review <u>sample reading logs</u> to verify that students are reading text appropriate to their Lexile range on a *weekly* rotation basis. **Feedback**: Grade level meeting-teacher with bring examples of Lexile data graphs for peer review. **Follow-up:** Conference with students whose reading log Lexile mean is not equivalent to their identified Lexile reading level.
S 1.6 Maintain Formal writing portfolios of student writing generated throughout the course of the school year to assess student growth in writing.	Teachers Administrators Literacy Coaches	September 2008	Administrators, lead teachers, and district ELA coaches will check for maintenance of writing portfolios. ELA coaches will work with teachers on a weekly basis to assess student growth in writing throughout the year. Administrators/literacy coaches will ensure that at *least four* student writing samples are maintained in the portfolios. **Frequency:** The ELA teachers will file *one completed writing project each nine weeks.* **Feedback:** Grade level meeting-teacher with bring examples of formal student writing for peer review. **Follow-up:** Teachers will use critiques to adjust classroom instruction and administration/coach will use information to drive training modifications as needed.
S1.7 Incorporate the revised Bloom's taxonomy verbs into classroom activities and assessments.	Administrators Teachers Literacy Coaches	September 2008	Revised Blooms taxonomy verbs will be evident during a weekly review of teacher lesson plans. **Frequency**: *Weekly* review of <u>lesson plans</u>. **Feedback:** Grade level meeting-teachers will bring sample activities and assessments for peer review **Follow-up:** Teachers will use critiques to adjust

			classroom instruction and administration/coach will use information to drive training modifications as needed.
S 1.8 Engage in vertical planning to gain a greater understanding of the standards and expectations for each grade level.	Administrators Teachers Literacy Coaches	September 2008	**Frequency:** Teachers will meet *monthly* to examine the standards and compare/contrast subject level standards between grade levels. **Feedback:** Vertical Planning Team Meeting-teachers will bring lesson plans for peer review focusing on the correlation of Blooms Level and the ELA Curriculum Guide noting differences/similarities by grade level. Teachers will maintain <u>minutes and agendas from these meetings.</u> **Follow-up:** Teachers will use critiques to adjust classroom instruction and administration/coach will use information to drive training modifications as needed.
S 1.9 Participate in study groups on incorporating effective reading strategies in all areas of instruction. These sessions will develop a better understanding of the reading process among all subject area teachers.	Literacy Coaches Teachers Administrators	October 2008	By grade level, ELA teachers will peer tutor reading strategies for cross curriculum incorporation. **Frequency:** Teachers will incorporate two different reading strategies per quarter. **Feedback:** Grade level meeting-teachers will bring sample activities for peer review. Administrators/Literacy Coaches will <u>maintain agendas, handouts, and attendance logs</u> from the training sessions **Follow-up:** Teachers will use critiques to adjust classroom instruction and administration/coach will use information to drive training modifications as needed.

S 1.10 Provide recognition for the students and classes with MAP growth and achievement. Students will also be recognized who maintain a RIT score equivalent to Proficient or Advanced. This recognition will promote student achievement and be examples of positive academic behaviors.	Administrative Team	December 2008	Comparative data from MAP administrations and posted student lists will be evidence of promoting student achievement. Administrative Team will documentation, feedback and follow-up. **Frequency:** After winter and spring test administration, the Leadership Team will provide recognition for students and classes that demonstrate positive MAP growth or maintain a RIT score equivalent to Proficient or Advanced. **Feedback:** Success Rally for student MAP recognition. **Follow-up:** Exit survey to adjust motivation techniques or implementation.
S 1.11 Provide supplementary instruction in Reading for students identified as scoring Below Basic on 2008 PACT and/or other students who request assistance. These sessions will be held after school for 2 hours two days per week.	Administrators Teachers Literacy Coaches	September 2008	Teachers will access MAP data and consult with regular school day teachers to maintain a collaborative effort. **Frequency**: After School instructional sessions will be held two days per week for 2 hours a day. In order to supplement the regular school day program with additional assistance in identified areas. **Feedback:** After school-regular school day teachers will contact homeroom teachers *once a week* to maintain a collaborative effort for providing RIT band focused instruction **Follow-up**: Teachers will use current MAP data to adjust after school instruction.

FOCUSED SCHOOL RENEWAL PLAN
2008–09 School Year of Implementation
Student Achievement Focused Goal

Focused Goal 2:

By April 1, 2009, using MAP data, 70 % of the students tested in grades 6, 7, and 8 will meet target growth on their Math 2009 spring assessment.

(The desired result is student achievement. The goals must be academic goals related to the school report card.)

Strategy (List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.)	Person(s) Responsible (Position/Name)	Start Date of Strategy	Indicator(s) of Implementation *(Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.)*
S 2.1 Engage in vertical planning to gain a greater understanding of the Mathematics standards. These vertical planning sessions will give teachers a clearer knowledge of the requirements and expectations at each grade level.	Teachers Administrators Literacy Coaches	September 2008	**Frequency:** Teachers will meet *monthly* to examine the standards and compare/contrast subject level standards between grade levels. **Feedback:** Vertical Planning Team Meeting-teachers will bring lesson plans for peer review focusing on the correlation of Blooms Level and the math Curriculum Guide noting differences/similarities by grade level. Teachers will maintain <u>minutes and agendas from these meetings.</u> **Follow-up:** Teachers will use critiques to adjust classroom instruction and administration/coach will use information to drive training modifications as needed.
S 2.2 Create small groups based on current RIT scores for more targeted instruction to meet the needs of each individual student in Math.	Teachers Administrators Literacy Coaches	September 2008	**Frequency***:* <u>Weekly</u> - Teachers will include small group instruction, within the class, based on RIT scores so each group can focus on areas of concern in their *lesson plans* <u>Monthly</u>- Administrators/Literacy Coaches/Grade chair will document through observations and/or lesson plans. **Feedback:** Grade level meeting-teachers will bring sample activities and assessments for peer review. Administrators/Literacy Coaches/Grade chair will <u>maintain agendas, handouts, and attendance logs</u> from the grade

			level meeting.
			Follow-up: Teachers will use critiques to adjust classroom instruction and administration/coach will use information to drive training modifications as needed.
S 2.3 Engage students through the use of manipulatives and games as building blocks to enhance each unit of study in Math.	Teachers Administrators Literacy Coaches	September 2008	**Frequency***:* Weekly - Teachers will include manipulative/games within the class, based on RIT scores so each group can focus on areas of concern in their *lesson plans* Monthly- Administrators/Literacy Coaches/Grade chair will document through observations and/or lesson plans. **Feedback:** Grade level meeting-teachers will bring sample activities and assessments for peer review. Administrators/Literacy Coaches/Grade chair will maintain agendas, handouts, and attendance logs from the grade level meeting. **Follow-up:** Teachers will use critiques to adjust classroom instruction and administration/coach will use information to drive training modifications as needed.
S 2.4 Participate in training on learning styles that will help to effectively address each learning style (kinesthetic, audio, visual). These sessions will develop a better understanding of the learning process among all subject area teachers.	Teachers Administrators Literacy Coaches	October 2008	**Frequency**: *One* Training/learning style awareness will be provided to enable teachers to monitor learning more closely and modify lessons to best meet the needs of all students with review and specialized follow up at grade level meeting *once a month*. **Feedback:** *One Grade level meeting each month* -teachers will bring sample activities and assessments for peer review. The administrator will maintain agendas, handouts, exit slips and attendance logs from the training sessions. **Follow-up:** At least *once a month*-Teacher lesson plans will include accommodations learning styles and varied approaches for instruction.

S 2.5 Conduct individual student conferences using PACT and MAP data for goal setting and discussion of progress as well as areas in need of improvement.	Teachers Administrators Literacy Coaches	September 2008	**Frequency:** Teachers will hold individual *Bi-monthly* conferences with students to discuss current MAP scores and to set student MAP goals. **Feedback:** *Monthly*-Grade level meeting-teachers will bring a sample of Data Notebooks for peer review. **Follow-up:** Data Notebooks, containing any data obtained throughout the year will be used during the student/parent conferences at *least twice a year*. This will be a time to emphasize the importance of MAP and to encourage students to do their very best. Administrators will provide feedback and follow-up to document the success of each MAP rally.
S 2.6 Conduct MAP Rallies to motivate students and promote a greater understanding of the importance of the assessment. These rallies to be held prior to each MAP testing will encourage students to strive to reach their goals.	Administrators Teachers	September 2008	**Frequency:** Administration and teachers will provide a MAP rally at least *three times a year* for all students. **Feedback:** Administrators/Literacy Coaches/Grade chair will conduct an informal survey following the RALLY to evaluate success. **Follow-up:** The leadership team will use critiques to adjust agenda of next MAP Rally and administration/coach will use information to drive modifications as needed.
S 2.7 Provide recognition for the students and classes with MAP growth and achievement. Students will also be recognized who maintain a RIT score equivalent to Proficient or Advanced. This recognition will promote student achievement and be examples of positive academic behaviors.	Administrative Team Literacy Coaches	December 2008	Comparative data from MAP administrations and posted student lists will be evidence of promoting student achievement. Administrative Team will documentation, feedback and follow-up. **Frequency:** After winter and spring test administration, the Leadership Team will provide recognition for students and classes that demonstrate positive MAP growth or maintain a RIT score equivalent to Proficient or Advanced. **Feedback:** Success Rally for student MAP recognition. **Follow-up:** Exit survey to adjust motivation techniques or implementation.

S 2.8 Provide supplementary instruction in math for students identified as scoring Below Basic on 2008 PACT and/or other students who request assistance. These sessions will be held after school for 2 hours two days per week.	Administrators Teachers	September 2008	Teachers will access MAP data and consult with regular school day teachers to maintain a collaborative effort. **Frequency**: After School instructional sessions will be held two days per week for 2 hours a day. In order to supplement the regular school day program with additional assistance in identified areas. **Feedback:** After school-regular school day teachers will contact homeroom teachers *once a week* to maintain a collaborative effort for providing RIT band focused instruction **Follow-up**: Teachers will use current MAP data to adjust after school instruction.

Focused Goal 3: By April 1, 2009, using MAP data, 70 % of the students tested in grades 6, 7, and 8 will meet target growth on their Reading 2009 spring assessment.

(The desired result is student achievement. The goals must be academic goals related to the school report card.)

Strategy (List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.)	Person(s) Responsible (Position/Name)	Start Date of Strategy	Indicator(s) of Implementation *(Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.)*
S3.1 Participate in MAP Training to gain a better understanding of the testing process, how to access testing results, and ways to utilize the results. This information will assist teachers in meeting individual student needs for small group instruction as well providing valuable information concerning next steps for instruction.	Administrators Literacy Coaches	October 2008	**Frequency**: *One* Training/NWEA/MAP will be provided to enable teachers to monitor learning more closely and modify lessons to best meet the needs of all students with review and specialized follow up at grade level meeting *once a month*. **Feedback:** *One Grade level meeting each month* -teachers will bring Grade book/test data and or data notebooks for peer review. Weekly-<u>Teacher lesson plans</u> will include RIT band and varied approaches for instruction. The administrator will maintain agendas, handouts, exit slips and attendance logs from the training sessions. **Follow-up:** Teachers will use critiques to adjust classroom instruction and administration/coach will use information to drive training modifications as needed.
S3.2 Create a Data Wall to track growth of students using the current MAP testing data. Students will receive positive feedback and encouragement to strive for the next level.	Teachers Administrators Literacy Coaches	September 2008	**Frequency:** A Data Wall will be created to track MAP growth for the middle school students and will be updated by teachers/literacy coaches at least three times a year. **Feedback:** The wall will be posted in a central location for grade levels and/or classrooms for classroom levels. The assignment of a student number/letter will be known only to

| | | | the teacher and student; therefore, students can visually track themselves and take ownership.

Follow-up: After the fall, winter and spring test administration the Administrators/literacy coaches will review test data with each grade level to update data walls and strategies for continued student growth. |
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| **S3.3** Create teacher/student Data Notebooks to track and demonstrate growth. Teacher/student Data Notebooks will include 2008 PACT data, 2008-2009 MAP data, grade level reports, goal setting and conference forms, discipline and attendance reports and any other pertinent data. | Teachers Administrators Literacy Coaches | September 2008 | Students will gain an understanding of the importance of the testing process thorough gathering and recording data in his/her individual notebook. **Frequency:** Notebooks for teachers and students will be housed in the classroom and will be updated on a monthly basis.

Feedback: *One Grade level meeting each month* -teachers will bring data notebooks for peer review. The grade level team will document entry updates monthly. The administrator will maintain agendas, handouts, exit slips and attendance logs from the evaluation sessions.

Follow-up: Teachers will use critiques to adjust classroom data notebook documentation and administration/coach will use information to drive training modifications as needed. |
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| **S3.4** Conduct individual student conferences using PACT and MAP data for goal setting and discussion of progress as well as areas in need of improvement. These conferences will be set periodically throughout the year. | Teachers Administrators | September 2008 | **Frequency:** Teachers will hold individual *Bi-monthly* conferences with students to discuss current MAP scores and to set student MAP goals.

Feedback: *Monthly*-Grade level meeting-teachers will bring a sample of Data Notebooks for peer review.

Follow-up: Data Notebooks, containing any data obtained throughout the year will be used during the student/parent conferences at *least twice a year*. |

S3.5 Conduct MAP Rallies and recognitions to encourage student achievement and promote positive mind-set among students.	Administrative Team	December 208	This will be a time to emphasize the importance of MAP and to encourage students to do their very best. Administrators will provide feedback and follow-up to document the success of each MAP rally. **Frequency:** Administration and teachers will provide a MAP rally at least *three times a year* for all students. **Feedback:** Administrators/Literacy Coaches/Grade chair will conduct an informal survey following the RALLY to evaluate success. **Follow-up:** The leadership team will use critiques to adjust agenda of next MAP Rally and administration/coach will use information to drive modifications as needed.

FOCUSED SCHOOL RENEWAL PLAN
2008–09 School Year of Implementation
Principal's Instructional Leadership Focused Goal to Increase Student Achievement

Focused Instructional Leadership Goal 1:

By April 1, 2009, teacher surveys will show an increase of 20% in the number of positive responses, 4.0 or greater on a 5 point scale, on the "How Effective Is Our School" survey and this will directly relate to 70% of the students tested in grades 6, 7 & 8 meeting target growth on their reading 2009 Spring assessment.

(The desired result is a positive impact on student achievement that supports the FSRP and aligns with the principal's responsibilities stated in the ERT process.)

Strategy (List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.)	Person(s) Responsible (Position/Name)	Start Date of Strategy	Indicator(s) of Implementation *(Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.)*
L1 .1Provide recognition for teachers who display positive behaviors that promote instruction. This morale building recognition will be a step in the process of building community and establishing a positive school climate for instruction.	Administrators Literacy Coaches	August 2008	**Frequency:** Lists of possible celebrations and recognitions for teachers and staff will be compiled on a *quarterly* basis. Possible recognition awards and/or prizes will be accumulated to be available for teacher recognitions on a "as-needed" basis. Lists of recognized teachers and their accomplishments will be kept by the administrators/literacy coaches who will provide feedback and follow-up. **Feedback:** <u>Teacher surveys</u> will illustrate a 20% increase in the number of positive responses **Follow-up:** The leadership team will use critiques to adjust awards and recognitions. Lists of students for quarterly student recognition programs, notification to parents, news articles, and posting of student names/pictures at RSM Middle School will be compiled.
L1.2Provide grade level student recognition programs at the end of every quarter. These programs will identify students who meet academic as well as social goals.	Administrators Teachers Literacy Coaches	August 2008	**Frequency:** Quarterly students will be recognized during an awards program. **Feedback:** The leadership team will conduct an informal staff survey as to the effectiveness of the program. **Follow-up:** The leadership team will use critiques to adjust awards and recognitions.

L1.3 Provide postcards and postage to teachers to encourage positive home-school communication (1 per week for self-contained, 2 per week for departmentalized). This relation building activity will give teachers the opportunity to promote their students' positive behaviors.	Administrator Teachers Literacy Coaches	August 2008	**Frequency:** Home-school communication log will be kept by individual teachers on a weekly basis and included on an end-of-quarter report. This communication effort will establish a positive relationship with parents to promote instruction in the classroom and support from the home. **Feedback:** End of *third quarter* parent survey to evaluate the effectiveness of the postcard communication. **Follow-up:** The leadership team will use critiques to adjust the effectiveness for continued use.
L1.3Promote Parent Nights to inform parents on the instructional programs (Reading Night, Family Math, Science Night, etc.) and invite their participation in their child's education.	Administrators Teachers Literacy Coaches	August 2008	**Frequency:** Parents will be invited to participate in school programs through principal's newsletters, published school calendar, and grade level news at least once each quarter. **Feedback:** End of *third quarter* parent survey to evaluate the effectiveness of the school programs. Evidence of participation will be sign-in sheets. **Follow-up:** The leadership team will use critiques to adjust the effectiveness for continued use.

FOCUSED SCHOOL RENEWAL PLAN
2008–09 School Year of Implementation
Principal's Instructional Leadership Focused Goal to Increase Student Achievement

Focused Instructional Leadership Goal 2:   By April 1, 2009, 80% of teachers will successfully complete the 10 training modules of the NWEA Knowledge Academy as evidenced by certificates of completion for each module.

(The desired result is a positive impact on student achievement that supports the FSRP and aligns with the principal's responsibilities stated in the ERT process.)

Strategy (List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.)	Person(s) Responsible (Position/Name)	Start Date of Strategy	Indicator(s) of Implementation *(Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.)*
L 2.1 Provide guidance, time, and resources for the disaggregation of data. Sessions will be provided for instruction on maneuvering the NWEA website and accessing data, as well as, utilizing the data to inform instruction.	Administrators Literacy Coaches	August 2008	**Frequency:** 80% of the ELA and math teachers will complete the NWEA on-line Academy training course to receive certificate of completion. **Feedback:** Sign-in sheets, agendas and staff development certificates will be kept by administrator. **Follow-up**: The leadership team will use critiques to adjust the effectiveness for continued use.

L2.2 Participation in a pre and post guidance sessions on accessing MAP data. Teacher knowledge will be assessed and assistance given to insure that all teachers have a complete understanding of the data process.	Administrators Teachers Literacy Coaches	September 2008	**Frequency**: *One* Training/NWEA/MAP will be provided to enable teachers to monitor learning more closely and modify lessons to best meet the needs of all students with review and specialized follow up at grade level meeting *once a month*. **Feedback:** *One Grade level meeting each month* -teachers will bring Grade book/test data and or data notebooks for peer review. Weekly-<u>Teacher lesson plans</u> will include RIT band and varied approaches for instruction. The administrator will maintain agendas, handouts, exit slips and attendance logs from the training sessions. **Follow-up:** Teachers will use critiques to adjust classroom instruction and administration/coach will use information to drive training modifications as needed. Students will gain an understanding of the importance of the testing process thorough gathering and recording data in his/her individual notebook.
L2.3 Encourage the use of Data Walls and Student Data Notebooks. Teachers will display student data in a chart format on Data Walls and assist students in compiling information for their Student Data Notebooks.	Administrators Teachers Literacy Coaches	September 2008	**Frequency:** Notebooks for teachers and students will be housed in the classroom and will be updated on a *monthly basis.* A Data Wall will be created to track MAP growth for the middle school students and will be updated by teachers/literacy coaches *at least three times* a year. **Feedback:** *One Grade level meeting each month* -teachers will bring data notebooks for peer review. The grade level team will document entry updates monthly. The administrator will maintain agendas, handouts, exit slips and attendance logs from the evaluation sessions. The wall will be posted in a central location for grade levels and/or classrooms for classroom levels. The assignment of a student number/letter will be known only to the teacher and student; therefore, students can visually track themselves and take ownership. **Follow-up:** Teachers will use critiques to adjust classroom data notebook documentation and administration/coach will use information to drive training modifications as needed. After the fall, winter and spring test administration the Administrators/literacy coaches will review test data with each grade level to update data walls and strategies for continued student growth.

FOCUSED SCHOOL RENEWAL PLAN
2008–09 School Year of Implementation
District Administrators' Instructional Leadership Focused Goal to Increase Student Achievement

Focused District Instructional Leadership Goal 1: By April 1, 2009, the District will provide and/or facilitate professional training to improve effective classroom instruction and assessment in support of the school's FSRP by using MAP data to document that 70% of the students tested in grades 6-8 will meet their target growth on their Reading and Math MAP 2009 spring assessment.

(The desired result is a positive impact on student achievement that supports the school's FSRP and aligns with the district administrators' responsibilities stated in the ERT process.)

Strategy (List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.)	Person(s) Responsible (Position/Name)	Start Date of Strategy	Indicator(s) of Implementation (Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.)
Provide teachers and administration training to review the implementation of MAP (Initial training scheduled for March, 2008)	Director of Federal Programs	August 2008	Teachers will review the implementation of MAP. Agendas and attendance logs will verify teacher participation; Director of Federal Programs
Provide core academic teachers and administration training in the use of MAP data reports to identify students' areas of weakness	Director of Federal Programs	September 2008	Teachers will be trained to interpret MAP reports and identify areas of weakness/need. Agendas, attendance logs and teacher reports will verify participation; Director of Federal Programs
Provide all teachers training in the use of all data stored in Testview	Associate Superintendent of Administration	October 2008	Teachers will be trained to access all data associated to their classes through Testview. Attendance logs and teacher generated reports will verify success; Associate Superintendent of Administration.
Support the school's integration of technology into instruction through professional training in workshops and coursework based on teacher needs	District Technology Specialists	August 2008	The course syllabus, attendance logs and grade reports will verify completion of graduate course and attendance at workshops. Classroom observation of lessons will be recorded. Division of Instructional Services, Principal

FOCUSED SCHOOL RENEWAL PLAN
2008–09 School Year of Implementation
District Administrators' Instructional Leadership Focused Goal to Increase Student Achievement

Focused District Instructional Leadership Goal 2:   By April 1, 2009, the District will provide and/or facilitate professional development to teachers and administration on the implementation and use of data analysis to enable teachers to address the academic needs of students resulting in 70% of the students in grades 1-5 meeting their target growth on reading and math MAP spring assessment.
 (The desired result is a positive impact on student achievement that supports the school's FSRP and aligns with the district administrators' responsibilities stated in the ERT process.)

Strategy (List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.)	Person(s) Responsible (Position/Name)	Start Date of Strategy	Indicator(s) of Implementation (Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.)
Provide professional training on the language of the Revised Bloom's Taxonomy and the State Academic Standards to all teachers and its relation to instruction and assessment	District Division of Instructional Services	August 2008	Agendas, training plans, PowerPoint presentations and attendance logs will verify training; Assessment will be submitted monthly to the Principal and available for review by the Division of Instructional Services.
Provide and/ or facilitate training in the use of math manipulatives and hands-on lessons in both math and science instruction	District Division of Instructional Services – District Instructional Coaches	September 2008	Math manipulatives and science kits will be demonstrated and teachers required to use them in classrooms. Attendance logs at sessions, documentation in lesson plans and peer observations will verify classroom use.
Provide AIMS Training for at least one teacher/grade during summer session on Math/Science integration	District Director of Elementary Education	July 2008	One teacher/grade level will attend the AIMS training and share with grade level teachers through demonstration. Lessons will be documented in plans and observed.
Provide a training program for a Literacy Coach in grades 4-8 (overlaps elementary grades due to small number of teachers)	District Director of Elementary Education District level Literacy Coach	August 2008	Through the use of the District Level ELA Instructional Coach and contracted services, a teacher will be trained to serve as a school literacy coach, modeled after the services of the Reading First Coach. Completion of training agendas and log of weekly plans working with teachers on effective strategies will be documentation.

Insure that reading instruction occurs in all ELA classes and that tiered intervention occurs at all grade levels	District Director of Elementary Education ELA School and District Coaches	September 2008	Professional development sessions will address reading and writing strategies for the middle level child specifically. Agendas, attendance logs, lesson plans and observations including coaching sessions will be documented. The school will document its tiered intervention plan and its implementation to the Director through the principal.
Investigate best practices and supplemental programs that could be used for intervention or acceleration such as the READ 180 program	Assistant Superintendent for Area 4	July 2008	A summary of available programs to address specific needs will be submitted to the school's SLT.; Assistant Superintendent for Area 4

FOCUSED SCHOOL RENEWAL PLAN
2008–09 School Year of Implementation
Title and Description of Each Program and Initiative
Included in the FSRP

- *Measures of Academic Progress* (MAP) - state-aligned computerized adaptive assessments that provide accurate, useful information about student achievement and growth.
- *Compass Learning* – a computerized, standards-based instructional resource designed to align student MAP assessment results with appropriate instructional content.
- *Northwest Education Association (NWEA) -* The Northwest Evaluation Association (NWEA) is a national non-profit organization dedicated to helping all children learn. NWEA provides research-based assessments, professional training, and consulting services to improve teaching and learning.
- *Rasch Unit (RIT) -* A RIT score is a number that indicates a student's instructional level. Students get an overall RIT score at the end of a Measures of Academic Progress (MAP) assessment or Achievement Level Test (ALT). In addition, RIT score ranges are reported for each goal area of a test.
- *Stanford -* a valid, reliable test that meets all the Reading First requirements for an outcome measure. The questions were selected to assess the five essential components of reading as specified by the Reading First legislation: phonemic awareness, phonics, vocabulary development, reading fluency, and reading comprehension strategies.
- *Dominie -* Based on National Reading and Writing Standards and Best Practices Research, the *Dominie Reading & Writing Assessment Portfolios* feature original fiction and nonfiction stories, leveled books, rubrics for story writing and reading fluency, case studies, essential phonics and spelling components, convenient reproducible assessment forms, and a scoring guide for spelling accuracy that is based on an analysis of developmental spelling tests.
- *Smartboard -* a product of SMART Technologies. It is a large, touch-controlled screen that works with a projector and a computer. The projector throws the computer's desktop image onto the interactive whiteboard, which acts as both a monitor and an input device. Users can write on the interactive whiteboard in digital ink or use a finger to control computer applications by pointing, clicking and dragging, just as with a desktop mouse. SMART Board interactive whiteboards are used in education, business and government as an interactive presentation, communication and distance-collaboration tool.
- *United Streaming -* a digital video-on-demand and online teaching service to help improve students' retention and test scores; it is aligned to U.S. state and provincial standards.
- *Manipulatives -* A mathematical manipulative is an object which is designed so that the student can learn some mathematical concept by manipulating it. The use of manipulatives provides a way for children to learn concepts in developmentally appropriate, hands-on ways. Mathematical manipulatives are used in the first step of teaching mathematical concepts, that of concrete representation.
- *Testview –* a data warehouse for storing and easily accessing student information